

# Effects on Student Engagement and Comprehension when using Microblogging with Fourth Grade Reading Groups.

---

Action Research Project

CI 515

Crystal Wolfer

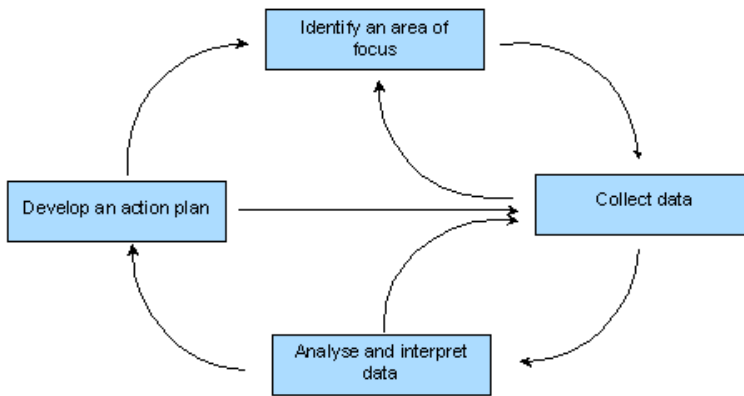
4/28/12

## **Introduction**

The purpose of my study is to describe the effects of using microblogging (via the Edmodo platform) with fourth grade fiction reading groups on student engagement and comprehension. This topic is very relevant in today's school districts. As more and more technology is being developed so are the uses for these technologies. Teachers have to make important decisions on what technology is needed in the classroom and what is not. They also need to know if the technologies they are using have a positive effect on student learning and understanding.

The following study will show how microblogging can have a positive effect on student comprehension skills as well as student engagement. As I conducted my research I was always going back and refocusing on my research questions. The findings for this project were positive and going forward I would like to see if this same type of finding would be found when adjusting the different dynamics of the area of focus and research questions.

Action research is a continual process and because of that belief I chose to use the Dialectic Action Research Spiral as a model. (Mills, 2011) The Dialectic Action Research Spiral described by Mills (Mills, 2011) and illustrated below. (Figure 1) This model allowed my study to evolve and change as I moved through the research process.



**Figure 1. The Dialectic Action Research Spiral (Mills, 2011, p. 19)**

In the following action research project the following parts will be presented: Area of focus statement, research questions, review of related literature, innovation, membership of action research group, negotiations to be undertaken, timeline, data collection and analysis, findings, and action planning. Developing from the variety of research surrounding the topic of microblogging for educational purposes the following research questions have surfaced.

### **Area of focus Statement**

*The purpose of this study is to describe the effects of microblogging (via Edmodo) with fourth grade fiction reading groups on student engagement and comprehension.*

## **Research Questions**

1. *How does electronic collaboration via the Edmodo platform effect student's reading comprehension skills (describing story structure, establishing the author's purpose and making real world connections) when used after reading a grade level fiction book with fourth grade students configured in reading groups?*
2. *How does electronic collaboration via the Edmodo platform effect student engagement (enjoyment, and quality of electronic participation) when used after reading a grade level fiction book with fourth grade students configured in reading groups.*

## **Review of Related Literature**

This literature review is organized into three main themes that are relevant to the purpose of this study. These themes include: reading comprehension, discussion topics in literature circles, and technology options. This literature review has focused this study to help describe the effects of student engagement and comprehension when using microblogging within fourth grade reading groups. Although the themes identified flow in and out of each other, each theme carries its own significance to the purpose of this study.

### ***Reading Comprehension***

Two themes involving reading comprehension used in this study include; student enjoyment (Carico and Logan, 2004) and Gradual Release of Responsibility (Fisher & Frey, 2003). The first theme, student enjoyment will now be discussed.

*Student Enjoyment.* Student enjoyment has a direct and positive impact on students' reading comprehension. Carico and Logan (2004). Described by Jones and Brown (2011) in their study using an electronic book did not significantly increase comprehension, enjoyment, or engagement among student readers. However, they did conclude a reader's personal preferences along with a wide variety of reading choices and the opportunity to select books did impact reading engagement and reading comprehension. Engagement and reading preferences correlate with a reader's enjoyment. Katzir, Lesaux, and Kim (2008) also investigated self-concept, which included three subscales: attitude toward reading, competence in reading, and perception of ease with reading. They report children's reading self-concept was positively related to their reading comprehension skills. Both enjoyment and perception can increase children's comprehension, but specific reading comprehension strategies such as Gradual Release of Responsibility (Fisher & Frey 2003) can also play a big role in developing understanding among young students.

*The Gradual Release of Responsibility.* The Gradual Release of Responsibility (GRR) is a strategy in which the responsibility of knowledge is shifted from teacher to student. Through this process of gradually assuming responsibility students become more competent and independent learners. Fisher and Frey (2003, 2008) focus this teaching strategy on writing instruction for struggling adolescents and how that improves reading comprehension. In Fisher and Frey's (2003) study 79% of students made enough progress and moved into a higher level class. This was compared to the school average for the same semester of just fewer than 50%. By using the gradual release model of writing instruction teachers could scaffold instruction to better meet the students' individual needs. This helped them to be more

successful independent writers. Other reading strategies such as independent reading, read-aloud, shared reading events, word study, and comprehension strategy instruction were used alongside writing instruction. Students' reading skill level benefited from a connected and coordinated literacy curriculum, especially one with a significant emphasis on writing instruction. (Fisher & Frey, 2003).

Fisher and Frey (2003) also stated that some of the best writing comes after discussions of the readings. Discussions in reading groups can be seen in different formats.

### ***Discussion Topics in Literature Circles***

Teacher instruction and organization of an activity is an important concept when talking about reading comprehension in discussion groups or literature circles. The culture and atmosphere in the classroom has to reflect the goals of the lesson before a lesson can be successful. So, Seah, and Toh-Heng (2010) discuss the importance of designing collaborative knowledge building environments that are accessible to all learners.

A culture needs to be enacted in which learners interact with each other in collaborative ways. With the culture of knowledge building in place, the additional interactive dimension of technology systems can then be incorporated to further enhance the discussion, sharing, reflections on and retentions of that communal knowledge pool. (p. 483)

A culture of collaboration and knowledge sharing must be present in the classroom before adding technology (Anderson, 2009). Technology will not create a collaborative environment unless that environment is carefully crafted by the educational leader. Anderson (2009)

describes the role instructors should play in asynchronous discussion forums. He discussed the need for the instructor to take on a cheerleader type role. The instructor is there to motivate and encourage the discussion. In addition, instructors should also be spending time preparing materials and discussion questions (Anderson, 2009).

Larson (2008) described how she turned a traditional reading workshop into an electronic reading workshop. The study was done with a group of pre-service educators. Larson (2008) set up digital alternatives to a traditional reading workshop. When comparing the traditional reading workshop to the electronic version it is possible to see what enhanced opportunities were possible when technology was involved. For example instead of using literature response journals Larson (2008) suggests electronic literature journals or blogs.

Blogs have the potential to transform the traditional literature response journal by incorporating multi-modal features such as hyperlinks to web destinations, digital documents, photographs, video files, and music and voice recordings. (p. 124)

Larson (2008) also discussed the advantages and disadvantages to online discussions verses face to face literature discussions. Some advantages included time to reflect on reading, less distracting than a face-to-face conversation, and were viewed as a safe environment for group members. Some disadvantages included the lack of seeing body language and the fast-paced scheduling. Not only is it important to know how to set up and organize an online discussion, but the discussion questions are also important to craft and administer.

Bowers-Campbell (2011) described a transactional view of reading and presented four reader response methods that engage readers. Readers experienced how text connected to themselves, other texts, and the world. The first reader response method mentioned is text-to-self. This type of question allows the reader to think about a personal connection he or she has to the text. The second reader response method is text-to-text. This type of question stretches the students' thinking into how the text connects with other reading material. The third reader response method is text-to-world. This type of question uses students' reading materials and relates their topics to topics relevant in the real world. Finally, the fourth reading response method is aesthetic reading. These response questions ask students to discuss the emotional interactions and responses they encountered while reading the text. These response methods can be helpful in creating discussion prompts within online discussion groups. When beginning a collaborative online discussion forum it is important to select an effective platform.

### ***Technology Options for Microblogging***

Microblogging is the posting of short messages to the web. These messages can be used for community like events such as conferences, academic contexts, webinars, online video demonstrations, media events among others. (Grosseck & Holotescu, 2010).

Many microblogging platforms are available and useful in creating online educational discussion areas. However, little research exists on the effect of student understanding with using these online tools. Bryne (2010) briefly describes three, free online tools that are specifically designed for online discussions. These are Twiducate, Today's meet, and Edmodo. Twiducate has a similar format to online discussion Twitter. Today's meet is a tool that can be created for a certain amount of time and then discontinued when discussion has



expired. Edmodo has additional features available along with the discussion feature. These include such features as a calendar, a resource space, and a space for posting messages to the whole group (Bryne, 2010).

Mills and Chandra (2011) conducted research on using microblogging as a literacy practice for educational communities. They found four recurring themes from the data collected. The themes included: 1) microblogging blurring (i.e., the distinctions between authors and readers), 2) microblogging transforming (i.e., elements of the writing process), 3) creating a supportive virtual community of learners, and 4) promoting self-initiated literacy practice.

### ***Summary***

Research findings concluded that reading comprehension can be positively impacted by the engagement and enjoyment of the reader. Specific reading strategies are said of be helpful in the success of reading comprehension among children, it is difficult to conclude which specific reading comprehension techniques provide the most benefit from this review of the literature. Bowers-Campbell (2011) describes how organization of an online reading discussion can affect reading comprehension. A culture of collaboration must be present in the classroom before adding technology based tools (Anderson, 2009). Edmodo was released in 2009, (Mills & Chandra, 2011). Minimal research is available on the effects of this platform and its effects on students' reading comprehension.

## **Innovation**

The innovations for this research project were to observe and collect data on student engagement and reading comprehension after discussing text using the digital format of microblogging via Edmodo. Edmodo is a relatively new format used by educators for all different uses in education. The innovation for this study was to collect data and interpret how Edmodo effects student engagement and reading comprehension during non-fiction reading groups.

The study was organized into 4 reading discussion cycles. Each cycle consisted of reading assigned text, discussion with reading group members, and repeat. After the reading assigned text and discussion was completed twice the students would then answer individual questions regarding the reading text they were assigned and discussed. After the first two reading discussion cycles, students were asked to turn in written feedback telling me what they thought of the discussion format they had just used. At the end of all 4 reading discussion cycles students completed an overall comprehension and participation survey rating how well they thought they comprehended text and participated in group discussions using Edmodo and paper and pencil.

## **Members of Action Research Group**

Participants for this study included 18 fourth grade students in a self-contained fourth grade elementary classroom. The classroom was situated in a third through sixth grade building.

The classroom is located in Albia, Iowa. Albia is a rural area located in the south eastern quarter of the state.

The students selected for this study are part of my fourth grade classroom. I choose this group of students because I was already familiar with their reading skills. The students involved in this study are learning at a fourth reading level. 4 out of the 18 students participating receive Title 1 reading services for 15 minutes a day for 5 days a week outside of their in class reading instruction. Reading instruction for these fourth grade students started at 8:45 AM and continued until 10:00 AM, Monday through Friday. That was also when research for this study was conducted.

Students were also selected because of my access to these students. I work with these students 5 days a week in all subject areas: reading, math, English, social studies, and science.

### **Negotiations to Be Undertaken**

An explanation of study setup and organization was given to the students involved in this study. Building administration was also contacted to ensure permissions for the use of microblogging format, Edmodo. Students have had minimal access to Edmodo prior to this study. This study uses Gradual Release of Responsibility by (Fisher & Frey, 2008), which is already being implemented in the Albia district. No permission slips were collected because of the familiarity of teaching materials and strategies.

### **Timeline**

- Phase 1 (January-March 2012) Identified area of focus, developed research questions, research literature articles for literature review.
- Phase 2 (March-April 2012) Created Edmodo classes for reading groups, choose and created materials necessary to collect data, collected data through developed quantitative and qualitative research methods
- Phase 3 (April 2012) Analyzed data, reported findings, developed action plan

### **Data Collection and Analysis**

Data collection was completed over the course of 3 weeks. Students were put into reading groups based on interest. Students read an assigned number of pages per day. After they read, they discussed a discussion question I had prepared. The first week, all students in the classroom used Edmodo to complete their discussion. The second week, all students used paper and pencil to complete their discussion. After 2 reading and discussion sessions the students individually answered a number of questions relating to the comprehension of assigned readings for that week. This was repeated for week three. Students also completed written feedback at the end of week 1 and week 2 focusing specifically on how they perceived the given discussion format effected their participation, and their level of enjoyment of discussions and assigned readings. At the end of week 3 students completed a survey using surveymonkey rating the overall experience related to reading comprehension, participation, and enjoyment of the reading groups. Table 1 below illustrates the data sources used and which research question they are addressing.

	Data Source 1	Data Source 2	Data Source 3
How does electronic collaboration via the Edmodo platform effect student's reading comprehension skills (describing story structure, establishing the author's purpose and making real world connections) when used after reading a grade level fiction book with fourth grade students configured in reading groups?	Comprehension assessment after digital microblogging on Edmodo	Comprehension assessment after paper and pencil discussion	
How does electronic collaboration via the Edmodo platform effect student engagement (enjoyment, and quality of electronic participation) when used after reading a grade level fiction book with fourth grade students configured in reading groups?	Participation rubric used to assess quality and quantity of discussion participation	Written weekly feedback	End of project survey

**Table 1**

All students were expected to participate in reading text and discussion questions. First required reading session students read silently. The following required reading session students read out loud with their reading group partners. After required readings students were asked to complete a discussion question found either on their Edmodo class or on a sheet of paper. During week 1, students participated in discussions on Edmodo. Discussion questions were based on story structure, real world connections, or author's purpose. This was structured so students would be discussing the same type of questions seen on their individual comprehension assessment at the end of each reading discussion cycle. Students were expected to reply to the initial discussion question, reply to at least one other group member, answer the initial discussion question correctly and use complete sentences. These

expectations were offered at the beginning of each discussion. The expectations were assessed using a self-created rubric (Figure 2).

***Participation Rubric***

	4	3	2	1
Quantity	More than one reply to initial question and replied several times to others.	One reply to initial question and one reply to others.	One reply to initial question and no replies to others	No reply to initial question and no replies to others.
Quality	Complete sentences where used. Reply to initial question is correct.	Reply to initial question is correct. Complete sentences where not used.	Reply to initial question is not correct. Complete sentences where used.	Reply to initial question is not correct. Complete sentences where not used.

**Figure 2**

During week 2 Edmodo was not used. Discussions administered using a paper and pencil method. Discussion questions were printed on a blank sheet of paper. Each group member decided on a different colored pencil to write their discussion contribution. Group members were arranged so they were sitting next to each other during discussions. Group members took turns passing the paper around and writing their discussion replies. These papers were collected and assessed using the participation rubric (Figure 2).

At the end of week 1 and 2 students were asked to write feedback using the following prompt.

*Write a three to five sentence paragraph expressing your thoughts on this week's discussions. Explain what you liked and disliked about Edmodo / Pencil and Paper.*

These paragraphs were collected and main ideas were recorded. (Appendix A)

At the end of each discussion cycle students were asked to complete a set of comprehension questions that were a mix of story structure, author's purpose, and real world connection questions. I recorded the students' percent correct when analyzing this data source.

The discussion cycles were repeated in week 3 using both Edmodo and paper and pencil. Students were more comfortable with the routine and were beginning to conclude their books, because of this, students were able to read and discuss in the same day shortening the discussion cycle to 2 days. The participation rubric and individual questions were also repeated as data sources for week 3. On day 5 of week 3 an end of project survey was completed to gather student feedback rating the overall experience of the project. (Appendix B)

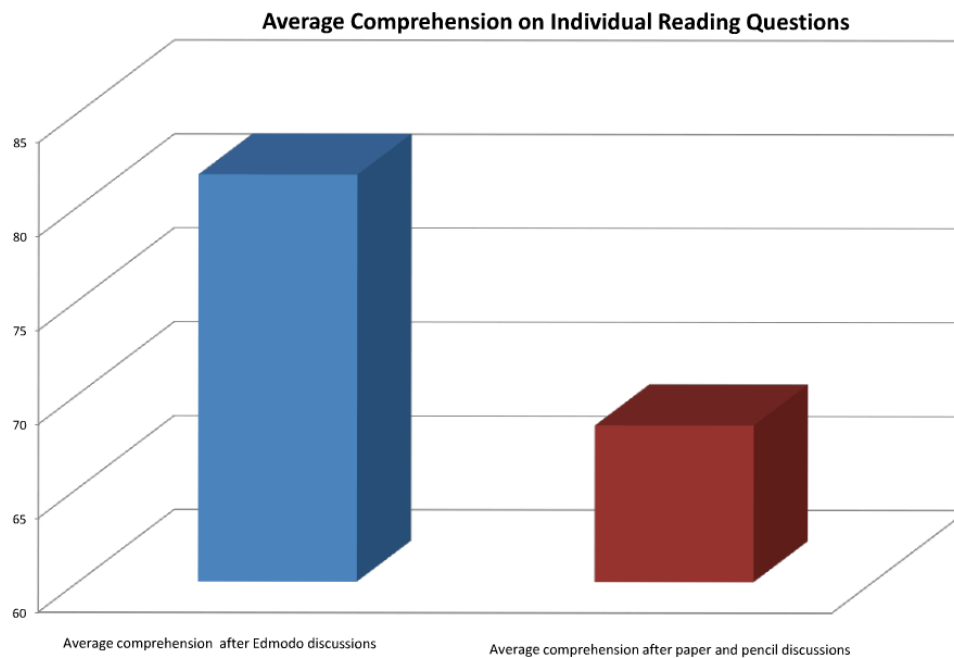
Data was collected at the end of each discussion cycle, and the end of each week.

### **Findings**

Quantitative data collected during the course of this study included the average percentage of questions correct on individual comprehension questions, the average points students received on their participation rubric used to assess discussions, and the ratings gathered from the overall student comprehension and enjoyment survey. Qualitative data collected during the course of this study included written feedback from students at the end of week 1 and

week 2, and the overall comprehension and participation survey at the end of week 3. I will begin by interpreting the data of reading comprehension.

*Reading Comprehension.* (Figure 3) shows a comparison of the overall average of students' percentage correct on individual comprehension questions assigned after Edmodo and paper, pencil.



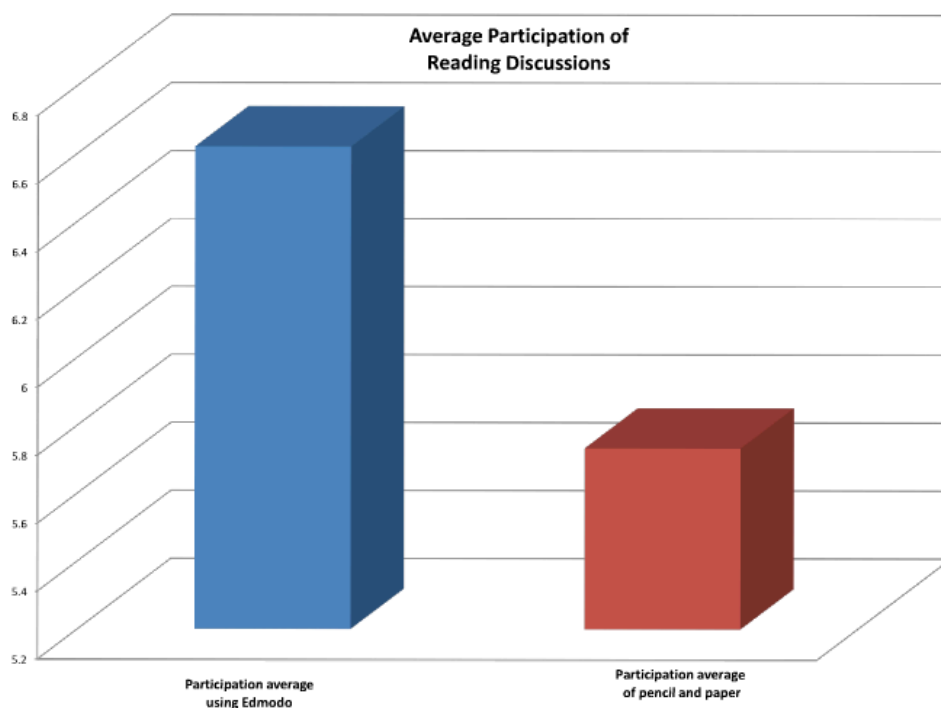
**Figure 3**

The data strongly suggests on average students scored higher in individually comprehension questions after discussing reading text using Edmodo. On average students scored around 80% of comprehension questions correct after discussing reading text using Edmodo. This compared to students' scores on individual comprehension question after paper and pencil discussions. On average students scored around 67% of comprehension questions correct after discussing reading text using paper and pencil. My findings supported the findings of



Anderson's study (2009) when he discusses technology needing to take on a culture of collaboration and knowledge sharing. Microblogging via Edmodo was able to do that with for my students, thus having a positive effect on individual reading comprehension scores. The creation of a collaboration and knowledge sharing culture also positively effected student participation during discussions using Edmodo.

(Figure 4) shows a comparison of the overall average of students' points achieved from the participation rubric while using Edmodo and paper, pencil.



**Figure 4**

The data strongly suggests on average students achieved more points when discussing reading text using Edmodo. On average students achieved 6.6 points out of 8 total points possible as assessed with participation rubric after discussing reading text using Edmodo. This compared to students points achieved on participation rubric after paper and pencil discussions. On average students achieved 5.7 points out of 8 total points possible as assessed with participation rubric after discussing reading text using Edmdodo. Based on my experiences as a classroom teacher, student enjoyment is connected to on-task behavior and quality of workmanship. Looking at the ratings from the overall student comprehension and enjoyment survey, I conclude interest and enjoyment when working with Edmodo helped to increase the participation of students during reading discussions.

When students were asked to rate their enjoyment of using Edmodo for reading discussions on a scale from 1-4 (1 being poor and 4 being excellent) 42.1% of students gave the rating of 3 (good), 52.6% of students gave the rating of 4 (excellent). When compared to the ratings of enjoyment of paper and pencil discussions Edmodo generated the more enjoyment for my group members. When students were asked to rate their enjoyment using paper and pencil for reading discussions on a scale from 1-4 (1 being poor and 4 being excellent) 36.8% of students gave the rating of 3 (good), and 31.6% of students gave the rating of 4 (excellent). This comparison is shown in (Figure 5) to interpret these findings even further analysis of written feedback is necessary.

## Comparison of Enjoyment Ratings

	Percentage of students choosing a rating score of 3 (good)	Percentage of students choosing a rating score of 4 (Excellent)
Enjoyment rating when using Edmodo	42.1%	52.6%
Enjoyment rating when using paper and pencil	36.8%	31.6%

**Figure 5**

All written feedback was recorded in a table and analyzed looking specifically at comments directed toward reading enjoyment. Most students enjoyed using Edmodo for reading discussions slightly more than they enjoyed using paper and pencil for reading discussions. Some examples students gave for this conclusion were: "I liked interacting with my friends, and reading posts", I liked talking on the computer. Questions were fun. I liked having two people discussing." Edmodo was better because you get to talk with your group members. Sometimes my hand gets tired of writing so my hand hurts a little.", "I liked Edmodo because you can put down as much as you want, and while on paper you can't put as much." Even though Edmodo was well liked by a majority of the students in the class some students were still not convinced was the best why is discussing reading text in the classroom. Some examples students gave for this conclusion were: "I liked writing better than Edmodo because you don't have to refresh the page." the face to face was much better than Edmodo. On Edmodo you had trouble knowing where people said things.", "Too much chaos in Edmodo." These findings related back to Larson's study (2008) where advantages and disadvantages to online discussions were discussed. Advantages such as: time to reflect on reading, and less distracting than face-to-face conversations were seen through students' written feedback.

The same is true for the disadvantages of online discussions. Disadvantages such as: lack of body language and fast-paced where also reflected in students' written feedback. These findings allow me to reflect back on my area of focus and related research questions.

### **Action Research Plan**

Moving forward with my action research plan I have two categories that are steps forward in terms using and learning more about microblogging in education. The first category is sharing information found in this study. The second category is how the area of focus in this study can be changed in order to learn additional information about microblogging in education.

*Sharing.* I would first like to share my research on a school-wide and district wide level. I have already sparked the interest of other members of my fourth grade teaching team. I would like this research and its findings to be an opportunity for other members of my school to enhance instruction using technology. I would like to see this done during a school-wide professional development session. Ideally this session would be followed up with a second session where educators would have a chance to share their experiences with others. I would also like to share my findings with administration of my district.

I would like to share my findings of this study in the form of a proposal for additional access to more computers in my school. Right now we have 2 net-book carts available to share among 16 classrooms. I feel from the positive effects microblogging had on student participation scores district administration and the school board will be anxious to hear what can be done to

improve reading proficiency. Although this study produced some very exciting conclusions, there is still a lot to be researched in the area of microblogging in education.

*Changing the area of focus.* By changing the area of focus and research questions surrounding microblogging in education many more studies could be done to deepen the understanding of the effects of microblogging. I would like to see if using a different format of microblogging with students would have the same positive results on student comprehension and engagement. I am also interested in studying the effects of reading comprehension with a lower grade level. This study was conducted with fourth grade students reading mostly at grade level. Would conducting the same research using a lower level classroom that is still working on reading fluently, decoding, and phonic skills affect students reading comprehension. I could also look at the type of books students are reading when microblogging to enhance comprehension. This study used fiction books. Would there be a different result if non-fiction books were used? Many variables could be changed to deepen the understanding of microblogging in education.

Overall, this study has produced some important findings. These findings will impact my teaching strategies now and in the future.

## References

- Andersen, M. A. (2009). Asynchronous discussion forums: Success factors, outcomes, assessments, and limitations. *Educational Technology & Society*, 12(1), 249-257.
- Bowers-Campbell, J. (2011). Take it out of class: Exploring virtual literature circles. *Journal of Adolescent & Adult Literacy*, 54(8), 557-567.
- Bryne, R. (2010). Beyond chitchat. *School Library Journal*, 56(12).
- Carico, K. M., & Logan, D. (2004). A generation in cyberspace: Engaging readers through online discussions. *Language Arts*, 81(4), 293-302.
- Fisher, D., & Frey, N. (2003, February). Writing instruction for struggling adolescent readers: A gradual release model. *Journal of Adolescent and Adult Literacy*, 396-405.
- Fisher, D., & Frey, N. (2008). *Better Learning Through Structured Teaching; A Framework for the Gradual Release of Responsibility*. Alexandria: The Association for Supervision and Curriculum Development.
- Grosseck, G., & Holotescu, C. (2011). Mobile learning through microblogging. *Procedia Social and Behavioral Sciences*, 15, 4-8
- Jones, T., & Brown, C. (2011). Reading engagement: A comparison between e-books and traditional print books in an elementary classroom. *International Journal of Instruction*, 4(2), 5-22.
- Katzir, T., Lesaux, N. K., & Kim, Y.-S. (2009). The role of reading self-concept and home literacy practices in fourth grade reading comprehension. *Reading and Writing: An Interdisciplinary Journal*, 22, 261-276.
- Larson, L. C. (2008). Electronic reading workshop: Beyond books with new literacies and instructional technologies. *Journal of Adolescent & Adult Literacy*, 52(2), 121-131.

Mills, K. A., & Chandra, V. (2011). Microblogging as a literacy practice for educational communities. *Journal of Adolescent & Adult Literacy*, 55(1), 35-45.

So, H.-J., Seah, L. H., & Toh-Heng, H. L. (2010). Designing collaborative knowledge building environments accessible to all learners: Impact and design challenges. *Computers & Education*, 54, 479-490.

## Appendix A

Comments from written feedback after week 1 of using Edmodo in reading group discussions			Comments from written feedback after week 2 of using paper and pencil in reading group discussions		
Liked using Edmodo	Did not like using Edmodo		Liked paper/pencil discussions	Did not like paper/pencil discussions	
1. Liked interaction with friends, and reading posts 2. awesome, because they got to text, read and send nice things to each other	1. Took to long Stephanie 2. Alex		1. I liked face to face because we actually discussed more with each other, then when we did it on Edmodo.com. 2	1. Stephanie	2
3. quite fun today with computers. Would like to use it again. Ian G.	3. replies took to long		3. The face to face was much better than Edmodo. On Edmodo you had trouble knowing where people said things. I think the book was better face to face.	3. Ian G.	
4. Liked talking on the computer. Questions were fun. Liked having two people discussing. Doug	4. Replies took to long to approve. Did not like refreshing.		4. Doug	4. I liked Edmodo better because when you are on Edmodo you don't talk (out loud) with each other. I like doing questions on Edmodo to because you get a grade right away to.	
5. Fun	5. Jade		5. I like pencil paper better. To much chaos in Edmodo.	6. No, didn't like face to face at all. because it was frustrating and they wouldn't listen.	5
6. Did not get mad today	6. Gannon			6	
7. Liked reading groups	7. Lexi C.		7. Lexi C. I think it would have been faster on 2 different pieces of paper.	7. I liked Edmodo more because I love typing (and spelling)	
8. awesome, great, good, sweet, excellent, exciting 9. neat because reading helps your brain. You could read for hours and get sucked in the story. I like reading groups so far.	8. Katelin 9. Will		8. Katelin	8. Edmodo better because you get to talk with your group members. Sometimes my hand gets tired of writing so my hand hurts a little.	
10. really fun	10. Ava		10. I think we discussed more because it didn't take as long to communicate.	9	9
11. It was okay. I don't quite get the quote thing. Tristen			11. I liked it more because we got more done and we discussed more.	10. Ava	
12. really fun, awesome.	12. Chandler		12. Chandler	11. Tristen 12. It was boring when we had to talk face to face. I like Edmodo way better then face to face because I got confused when we were reading.	
13. I liked reading groups because I love reading. The computers went good too. I	13. Makenzie			13. I thought the computers were better because we get to see what they wrote. Well you still get to see on paper but you don't have to sit together. You can look at the computer. I'm not saying that paper is bad but we use less trees and its kids of more fun on computers. We don't normally use computers at school. So that's fun.	
14. Awesome and the book was very interesting.	14. Emily			14	14
15. I think Edmodo is cool also.	15. Ian F.		15. I like talking face to face. I don't like Edmodo the greatest. Edmodo got kind of boring.	15. Ian F.	
	16. I don't like Edmodo discussion groups. It takes forever to type your sentence. You have to refresh your page, unlike a piece of paper. Sometimes people don't understand what you meant and it takes forever to tell them what you mean by computer.		16. I liked writing better than Edmodo because you don't have to refresh the page. Savannah	16. But, I like Edmodo because you can put down as much as you want, while on paper you can't put as much.	
17. I like them because we can learn more about typing. We can also improve on typing skills. We can also get a better grade in keyboarding if we practice hard. I like it a lot.		17	17. Jessica	17. I think we did less. Did less talk because we all couldn't write at the same time. We had to share the paper. And I like Edmodo better. Because we get to practice typing. When we were writing with colored pencils you had to wait for a long time. if a person was writing a lot. Or was doing it in cursive and they were trying their best they take a lot of time.	
		18	18. Izzy	18. I think Edmodo was better because you could add more questions without talk or saying it as loud as you can. And I think Edmodo goes a lot faster. We don't have to sit and sit and write forever. And it is a lot quieter than face to face then it is super loud. and we can get a lot more done. So I like Edmodo more.	



## Appendix B

Reading Groups Feedback Survey

Exit this survey

Overall Reading Group Comprehension

1. Rate your overall understanding of reading text after discussions using paper and pencil.

Did not understand readings

Understood some of readings

Understood readings well

Understood readings exceptionally well

How well did you feel you understood the reading text after discussing using paper and pencil?

☐

☐

☐

☐

2. Rate your overall understanding of reading text after discussions using Edmodo.

Did not understand readings

Understood some of readings

Understood readings well

Understood readings exceptionally well

How do you feel you understood the assigned reading text after discussions using Edmodo?

☐

☐

☐

☐

3. Please describe your overall experience of reading groups relating to your comprehension or understanding of your reading book.

1 / 3

Next

Powered by SurveyMonkey

Create your own [free online survey](#) now!

Reading Groups Feedback Survey

Exit this survey

Overall Reading Group Enjoyment and Participation

4. Rate your enjoyment of using Edmodo to discuss reading text.

Poor

Average

Good

Excellent

Please select one of the following rating choices.

☐

☐

☐

☐

5. Please rate your participation level when using Edmodo to discuss reading text.

Did not participate

Participated a little

Participated a lot

Participated above expectations

How do you feel you participated in reading discussions using Edmodo?

☐

☐

☐

☐

6. Please describe your overall enjoyment and participation when using Edmodo to discuss reading text.

7. Rate your enjoyment of using paper and pencil to discuss reading text.

Poor

Average

Good

Excellent

Please select one of the following rating choices.

☐

☐

☐

☐

8. Please rate your participation level when using paper and pencil to discuss reading text.

Did not participate

Participated a little

Participated a lot

Participated above expectations

How do you feel you participated in reading discussions using paper and pencil?

☐

☐

☐

☐

9. Please describe your overall enjoyment and participation when using pencil and paper to discuss reading text.

2 / 3

Prev

Next

Powered by SurveyMonkey

Create your own [free online survey](#) now!

Additional Comments

10. Please describe your likes and dislikes of reading groups.

Also include any changes you think would help your understanding and enjoyment of reading groups.

3 / 3

Prev

Done

Powered by **SurveyMonkey**  
Create your own [free online survey](#) now!